

1875

UA95/1 Statements & Principles - Catalog

Glasgow Normal School

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Compliments of A. W. Mell

STATEMENTS
—AND—
PRINCIPLES
—FOR THE—
BEGINNING TERM
—OF THE—
GLASGOW

Normal Institute

FIRST TERM,

Commencing February 9th and Ending
June 25th, 1875.

A. W. MELL, PRINCIPAL.

GLASGOW, KY:
PRINTED AT THE TIMES OFFICE.
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To the Public.

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In no department of our social system is seen such lamentable deficiency as in that of our Public Schools.

A vast deal of money and effort has been expended upon it and yet the people complain, and justly too, that the schools do not meet their necessities. Now this is discouraging, and, in our opinion, can all be avoided by a more careful preparation on the part of teachers.

After an extensive and varied experience in different sections of both South and North, it has become a settled conviction with us that teachers, like all other professional men, need a professional training, and just in the proportion that our work is in itself peculiar, distinct and important, do the teachers who are to carry forward this work, require a careful and thorough preparation.

Theology, Medicine and Law have their schools specially devoted to the study of these respective subjects, and no one can enter either profession without suitable training.

This being true in other branches of trust, how much

more should it be true in ours where the chances for failure are endlessly multiplied, the field for invention and strategy much broader, and the material with which we deal infinitely more valuable.

It is to meet this urgent, yet reasonable, demand that the NORMAL INSTITUTE is about being established. And while we shall strive to provide at any cost such instruction as shall meet the wants of all classes, we shall strive to give to teachers that training which alone can make them successful in their work. Keeping this one aim in view, all arrangements shall be made with reference to the least possible cost to the student; thus bringing the advantages of the school within easy reach of all classes, rich and poor alike. In so doing we feel confident, in asserting that it will be to the interest of every one wishing to obtain an education with the least possible cost, to give us their patronage.

We hold ourselves personally responsible for all statements, and risk our reputation for their fulfillment.

All class instruction shall have for its object the most practical and permanent good for the pupils, and shall draw largely from nature and real life the illustrations to be used, thus securing the most cheerful work on the part of the pupil, and the best results at the end.

Having adopted this as the profession of our choice, the work becomes one of pleasure, and whatever of talent or experience may be ours, it shall be brought cheerfully to the work.

Trusting in the confidence of the people whom we would serve, we will prosecute our work, leaving the result with the Great Disposer of all human issues.

A. W. MELL.

Programme of Studies.

Common Branches.

Spelling, Reading, Geography (Des. and Phys.) Arithmetic, (Mental and Written,) and English Grammar with Analysis and Parsing.

Higher Branches.

Mathematics:—Higher Arithmetic, Elementary Algebra, Higher Algebra, Geometry, Trigonometry and Surveying.

Sciences:—Botany, Geology, Chemistry, Nat. Philosophy, Physiology and Hygiene.

Languages:—Latin Lessons, Cæsar, Ovid, Sallust, Virgil, Cicero, Horace and Livy; Greek Lessons, Xenophon's Anabasis, Homer's Illiad and Aeschylus' Prometheus.

Classes will be sustained in any or all of the above mentioned branches, provided a sufficient number of persons to form a class shall desire to pursue them.

Drills.

Each pupil will have the advantage of daily drills in Penmanship and Vocal Music.

These drills will alternate with each other, thus giving pupils an opportunity of attending both, and will be carried throughout the term.

Composition and Criticism will be provided for as a weekly or semi-monthly exercise.

Each pupil will be called upon to write an ordinary friendship letter, which will be received and criticised by the teachers, after which it will be returned to the pupil and criticism noted.

Next a reply to the last letter, and so on to the higher forms of composition.

As more persons fail in correspondence and ordinary composition than in anything else, it shall be our purpose to make these drills thoroughly systematic and practical.

The entire school will be organized into sections for the purpose of weekly exercise in forensic discussion of the popular themes of the day.

These sections will be under the immediate supervision of their respective teachers, and each member will be permitted to act in the several capacities of chairman, secretary and critic; thus affording an opportunity to all to become familiar with parliamentary usages, and the best forms for organizing and controlling any body over which they may be called to preside.

According to the genius of our social system, every one is liable to be called upon at any time to act as chairman of some public body, and how sadly true it is that not one man in ten can discharge that duty with any degree of satisfaction to himself or others.

'Tis with a view of preparing our pupils to meet this practical demand on the part of the public that this drill will be sustained.

Music.

This department will be under the exclusive control of MISS IDA MAY WILLIAMS, of Jonesboro, Ills., who is not only an accomplished lady, but also a thoroughly competent and systematic teacher.

Instruction will be given upon the piano or organ, and as the teacher will devote her entire time to this alone, pupils will realize a most favorable opportunity of perfecting this accomplishment.

Business Course.

Shall consist of Spelling, Penmanship, English Grammar, Arithmetic, Debating, Composition, Single and Double Entry Book Keeping, Commission Business, Compound Partnership, Banking, Commercial Terms and Business Correspondence.

No one will be allowed to begin the study who has not made considerable progress in the English branches; and no one will finish the course who does not complete the full term of twenty weeks and give satisfactory evidence of a thorough knowledge of all the branches prescribed as above. This is a very interesting, as well as a profitable branch of study, and one that will amply repay any young

man or woman, though he or she may never expect to apply it in business. The care and thought necessary to produce a neat, correct set of books cannot fail to make the individual a more systematic and methodical scholar.

Commercial Colleges are scattered all over our country where the student is required to spend a long time at great expense to accomplish the same that can be done in half the time at less than half the expense. Besides that, the instruction is usually of that class which oftener unfits a young person for filling any responsible position than otherwise.

The merchant or banker does not want a man who has studied Book Keeping merely, but a young man of sense, and who has had a careful training in ordinary branches, which are, if possible more necessary than the business forms.

Thus we find persons holding diplomas from popular Commercial Colleges without positions, while young men of general information are never in want of a position, though they may never have graduated at any institution.

Boarding.

The facilities for comfortable board are unsurpassed. Very excellent private board and lodging with private

families can be had at from \$3.00 to \$4.00 per week.

If a sufficient number should desire it, good club boarding will be furnished at from \$1.80 to \$2.00 per week.

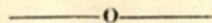
For any young ladies or gentlemen that come from the same family or neighborhood, and find it convenient to furnish their own rooms and prepare their own meals, rooms suitable for the purpose can be secured at small cost.

The latter style of boarding is greatly preferable to any other to parties living within reach of town, as provisions can be brought from home; thus making a very great saving to the student, as well as affording great freedom for study. This plan is practiced by ladies and gentlemen of the highest standing in many of our best schools.

Churches.

There are in the town four churches, either of which will cordially welcome to its pews as many students as will attend; and while the teachers are members of the various denominations, no sectarian views will be advanced in the school. And while no particular creed will be advocated, it shall always be the highest aim of Principal and teachers to promote the principles of religion and enforce strictly moral conduct upon all while on the ground.

Location.



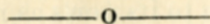
Glasgow is delightfully situated at the terminus of the Glasgow Branch Railroad that connects with the L. N. & G. S. R. R., at Glasgow Junction.

The town is composed of the best class of citizens, which fact together with its culture and refinement render it at once pleasant and attractive.

The location is especially noted as being the most healthy of all the surrounding country.

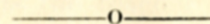
Besides the Railroad, there are hacks that make regular trips to Burksville, Tompkinsville, Scottville, and all adjoining towns, making Glasgow easy of access from any point.

Hygienic.



The habits and practices of pupils are made a special charge upon the Principal, and frequent advice with regard to eating, sleep and study will be given to the whole school, and privately if deemed necessary, so that parents may feel perfectly safe in sending their children.

Regulations.



While no rudeness or impropriety, will, under any circumstances be tolerated; yet we have no written regulations, but believe the deep hidden rule of right that dwells in every heart is amply sufficient, under all ordinary circumstances. This we have thoroughly tested by actual experience.

Each pupil will be received as a lady or gentleman and treated as such unless total unworthiness shall merit a different *regime*.

No harsh examination as to moral standing shall be demanded of any one, but a place for all will be provided, and standing of each kept.

It will be necessary for all persons wishing to enter the school to send in their name as soon as possible; and parents wishing to send their children would better consult the Principal as to the grade of their studies.

Most pupils will find three different studies, together with the drills, as much as he or she can pursue successfully.

While it will be greatly to the advantage of every one to be present at the opening of the term, yet all classes will be so arranged that any one may enter with profit at any time.

Teachers having but a short respite from their work can spend their time with us to advantage.

Catalogues will be sent to any address by application to the Principal.

Training.

Regular drills in School Government and methods of teaching will be sustained through the entire term, provided enough teachers wish to join the class.

The advantages, to each teacher, of attending this drill can hardly be estimated. The entire country is calling, yes demanding trained teachers for schools of all grades, but especially is this true of country schools.

While it shall be our purpose to familiarize teachers with the most approved methods of conducting all classes of schools, we shall give special attention to the organization, direction and management of country district schools that will enable the teacher to so classify and provide for his or her school as that not only the work shall be doubly effective, but at once increase his or her reputation, and consequently realize better wages.

We do honestly affirm that no individual who sets himself up as teacher can offer to slight the advantages of special training for his or her work. Besides, the teacher who devotes a few weeks or months to this preparation

for the work enters the field of labor with decided advantages for success that only a long, disgusting experience can only secure without this aid.

In addition to this the teacher is sadly at fault, who will continue his or her injurious experiments upon the unsuspecting patrons and youth of our country, while the means of careful training are in easy reach of any young man or woman of spirit and moral force.

For all teachers who take the full course of Training and give sufficient evidence of skill and ability, arrangements will be made for securing good positions for as many as wish to teach during the coming year.

Graded certificates of ability will be given to any one attending this department for eight weeks or more.

Board of Instruction.

This being the opening term of the INSTITUTION, no teachers will be assigned to any special department until it can be ascertained where they are most capable of working.

Suffice it to say, however, that a full corps of the most competent teachers will be secured, regardless of cost.

No department shall suffer for lack of thorough, systematic instruction.

Terms.

TUITION FOR TWENTY WEEKS, - \$15.00.

In addition to the regular provisions of the school, a Primary Department will be sustained, in which the tuition will be reduced to \$10.00, in order that all may be able to send their children.

One half of the tuition will be due on or before the 1st of April, and the remainder on or before the 1st of June, 1875.

Instrumental Music will be considered as an extra branch, and reasonable charges will be made for instruction in that department.

Expenses.

Tuition for Twenty Weeks,	\$15.00
Board " " "	\$45.00
Books and Stationery for Twenty Weeks	\$5.00
Total,	\$65.00

The whole expenses for twenty weeks in the Primary Department will not exceed \$45.00.

The above is an average estimate, and will be somewhat increased by boarding in private families; but can be very greatly reduced by self-boarding and general economy.

As there are no inducements for the needless expenditure of money, students can practice the most careful saving and not be considered unpopular, from the fact that money and show will not be regarded, but honest effort and moral worth will alone be appreciated.

TESTIMONIALS.

GLASGOW, KENTUCKY, January 12th, 1875.

I cheerfully recommend PROF. A. W. MELL as a teacher. I admire his moral character, his devotion to his chosen profession, and the thoroughness with which he does his work.

N. G. TERRY, Pastor Baptist Church.

GLASGOW, KENTUCKY, January 12th, 1875.

I take great pleasure in recommending PROF. A. W. MELL as a teacher, who assiduously devotes himself to his profession, and one well worthy the confidence of all who may entrust their children to his care.

S. E. WINN, M. D.

From J. W. Dickey, President School Board.

I regret that the lack of means will prevent the continuance of our engagement with you as Principal of the Common School here, beyond the present session. Your attainments—being a regular graduate in the literary and scientific departments of reputable schools—as well as your management of the school have been satisfactory to us; and I believe more than ordinarily profitable to your pupils and acceptable to your patrons. You have given it all your time and apparently all your thoughts, and have shown yourself competent to teach, with ability to control, and not least, by any means, in usefulness has been the influence of your example in habits and correct deportment before your classes. I can cheerfully commend you as a teacher.

Respectfully yours,

J. W. DICKEY, President Board Trustees.

CO-EDUCATION.

Each age in the world's history has been marked by its own peculiar ideas of woman and her relations to man, and, consequently, to society.

Her Creator, it seems, regarded her as a help "meet" for man, and fitted her out with gifts and graces which, all must confess, pre-eminently adapt her to the position she holds as complement of her liege-lord.

The early nations assigned to her an inferior position from the fact that she was, as they thought, unfitted to assist in carrying on those warfares that continually raged over every portion of their territories. This neglect soon reduced her to a very low, despondent state, in which she became the source of a very great deal of profligacy and license. As the nations sunk gradually deeper and deeper into barbarism, she became the common drudge—the pack-horse of her tribe or nation—and passed her life in misery and shame. In the Heroic ages, she rose gradually into importance as being the source from whence must be derived the military genius of the country; hence the great credit assigned to those Grecian mothers who trained their sons for the campaign, best illustrated by the mother of the Gracchii. In the ages of chivalry and knight-errantry, she became the idol; set apart from all the active duties of life; confined like some rare exotic to a place of luxurious security, and to defend her honor or win her approbation was considered the most worthy motive that could possibly occupy the attention of any man. All these conditions, abnormal in themselves, had their effect upon her life and character. During all these stages of her gradual advancement from the abject misery of barbarism to a proper recognition by the society which she was created to adorn, her life was a blank page, or, possibly, what was worse, filled with the foulest thoughts. With the dawn of the Christian era came the light that was to illumine the by-ways of her life, disclose to her waiting heart and hands the fields of labor that beckoned her on to the harvest. Following the opening light, she gradually threw off the manacles that society and conventionalism had placed upon her; and rising, step by step, from one degree of usefulness to another until to-day she stands bravely forth, side by side with the more pretentious brother, to aid him in his great struggles, and successfully to compete with him for the honors that heretofore he had held as his own, exclusive right. This leads us to look at the position she now holds; which,

though not an unenviable one, cannot be considered free from some very serious embarrassments. What these embarrassments are, and how they may be remedied, is the purpose of this lecture.

While popular education is violently agitating the public mind and the best talent of our country is being put forth to provide for the education of the entire people, it becomes vitally necessary to provide also for the manner in which this instruction shall be imparted and the influences that shall militate for or against the alternate success of the scheme. The vast number that shall attend upon the instruction imparted must necessarily consist of male and female, and the whole question in reference to the sexes is: Shall they be educated together? To this question nature seems to have given an unequivocal answer in all her wondrous provision for the happiness and social intercourse of the race. Born together under the same roof, the lives of brother and sister must flow on together through the success in stages of infancy, childhood and youth, until prompted by the guardian hand of nature they seek a union with some other heart, and this desire being gratified, the man and wife "Glide sweetly down the stream of time" together. The same roof affords a protection for the brother and sister alike; the same play-ground resounds to their shouts of joy; the same parental advice sinks deep into either heart and builds up the one into a noble manhood, and renders the other a "Corner-stone polished after the similitude of a palace." In due time they go forth from the bosom of a bright home, to mingle with the gay of both sexes in the glittering halls of society. Ere long the same church welcomes within its fold these two that shall both support and adorn it. In all these conditions and relations in life, the most perfect intercourse is granted to the boy and girl alike; but when the time arrives for sending them out to receive a suitable education, they are separated; the one is sent to the neighboring Boarding School or Female Institute, the other to the College devoted exclusively to the instruction of his own sex. 'Tis not our purpose to stop here to notice the pernicious effects that flow out of this unnatural method of education, but hasten to notice the reasons for bringing the sexes together during the period of school life. Dr. Clark, of Boston, the most able advocate of separate schools, after bringing to bear all the learning and logic at his command, brings as his strongest argument that: "Simply because they are of different sexes," are different in capacity and susceptibility, and are therefore unfitted to receive the same instruction at the same time. Which argument does not hold, from the fact that the same nourishment supports the physical system of the one as well as the other. We can see no good reason why the same drill in Latin or Mathematics will not strengthen the mind of each alike in the same way that a good quantity of beefsteak and toast will make the one a strong, vigorous man, and the other a hale, hearty woman. It may still be urged that the mind of the girl is not equal in power, and therefore ought not to be burdened with the same task as the boy. That women equal, and in a majority of cases excel their brother class-mates in almost any mental effort is no longer a matter of doubt or conjecture. Every teacher of experience knows that girls study much more diligently than boys, and with equal advantages outstrip them in the prosecution of the same task. How often is it that we see the sister faithful, diligent and progressive, while the brother is skulking about, resisting every effort to improve himself? These are stubborn facts. Again, it may be urged that in bringing the sexes together into the same classes, increased opportunity is given for communication and the temptation to unseemly conduct is stronger.

In reply to this it is enough to say that demonstrated facts show a result just

opposite. Those schools where all are permitted to assemble together and associate in the same classes are freer from "runaway scrapes," midnight sleigh-rides and other like enormities, than any strictly separate school can claim. Whoever heard of a couple eloping from any well-conducted mixed school? On the other hand, do we not constantly hear of fraud and trickery on the part of students who attend these schools whose regulations forbid any intercourse. So far from any injurious effect resulting from educating the sexes together, it is now fully established that they exercise a mutual elevating and refining influence upon each other, and furnish a mutual stimulus to higher effort. But 'tis useless to urge a thing that must ere long be admitted as a social necessity.

Ladies are already admitted to all our best institutions except Harvard and Yale, and they are debating the propriety of yielding to her repeated importunities. In those institutions where she has been admitted, nineteen-twentieths of the valedictorians of the past year were ladies. These are significant facts. They point to a brighter era in the educational history of our race, when woman shall occupy her rightful place in the world of culture and labor. Then, and not till then, may we look for those higher types of society which are but the outgrowth of a complete and natural culture of all sexes and conditions of mankind.



OUR WORK.

In approaching this subject we feel a delicacy from the fact that it has been discussed and talked over by teachers—high teachers and low teachers, good teachers and bad teachers—until it has barely any life remaining in it.

'Tis not our purpose to dwell upon the "utility" or "grandeur" of the profession, but rather to discover some of its difficulties, and all must admit that with it are connected serious difficulties, and if possible suggest some remedy for their removal. The prevailing opinion among the uninformed masses is, that the young lady or gentleman who sets up for a teacher is either too lazy to work, or is too deficient mentally to perform any other business, or pursue any other profession. How often, fellow-teachers, does this sentiment retard our progress, destroy our usefulness, and cause us to feel that we are degraded below the common level of men? This is especially noticeable at County Examinations; where a given list of questions—usually far-fetched puzzles or distorted outgrowths of some subject—must be looked over and corresponding answers given to the same; otherwise we are considered as unfit for the office. Again, we find the same depressing influence when it becomes necessary to call upon the director of some rural district and "apply for his school." Most likely, if the applicant is a true teacher, he will have invested all the money at his command to obtain the requisite knowledge of his position; and, as is right, asks a fair remuneration for his time and labor. Our worthy director here takes advantage of his circumstances and employs him at a meagre salary, or rejects his skilled and efficient services for those of the miserable quack, who, having never invested anything, can afford to teach for less. To the demands of the truly faithful teacher the people are ready to reply: "We can employ a man to work all day upon the farm for a dollar, and why should we pay more to the man who simply sits all day by the fire and hears the children 'say their lessons.'"

We say this spirit which characterizes the teacher as a nobody—a mere menial who performs the cast-off work of his neighborhood—and classes him with the under-strata of society, is one of the serious difficulties that each of us must meet; and how shall we best prepare to win over to a proper appreciation of our position and labors the masses of those with whom we deal?

'Tis not our purpose to find fault with the people for a lack of appreciation, for

usually they bestow honor in full proportion as it is merited. But we would so encourage and incite our fellow-teachers that they would more fully prepare themselves for their work, and then perform their great and important task in so creditable manner as to carry the conviction to the minds of all interested that the work is legitimate and honorable, and deserving of corresponding remuneration and recognition. When this is done, we will hear no further howlings upon the subject of "pay."

Is it at all strange, fellow-teachers, the public should have formed an uncharitable opinion respecting the profession, when there are so many in it who barely sustain themselves and eke out a miserable competence by teaching "the school" at a dollar a day and "board round" among the pupils to save expense? Certainly not! No, rather let us have young men of talent who will spare neither time nor money to fully "arm themselves for the battle"—young men who are willing to risk their all in this as in other professions; young men whose energy, ability and acquirements would make them successful in law, medicine or any other calling of life; to engage in the work of teaching, and we will not suffer longer from lack of appreciation.

The true nature of the teacher's work is not that of ease or idleness; and the young man who attempts teaching as an easy way of getting money for cigars would better agree to cut four cords of wood per day, for he will certainly come nearer performing the latter task than the former. We maintain that the true teacher works as faithfully out of the school-room as while employed in it. When we consider the vast amount of work to be performed in the school-room, we cease to regard it as a place of idleness so far as the teacher is concerned.

Nor is popular indifference all the difficulties we must meet. We find a host of them trained by practice into a most formidable army. First in order will come irregular attendance. This, the most difficult of all others to control, is not always the fault of either teacher or pupil, but the result of negligence on the part of parents. 'Tis a most trying thing to the faithful teacher to know that he is suffering from the evil and has no power to control or prevent it. Perhaps Johnny has been our most vicious and backward pupil, but by patient effort we have aroused his attention and he now bids fair to become one of our brightest and best, when unfortunately, he stays at home with consent of his parents, and when he at last returns we must again perform the same amount of labor to bring him up to the point of interest felt by him when he left. This is certainly a very great difficulty and how shall we obviate it? Not by force, or excuses, oral or written, but by arousing such an interest in our school work that Johnny will not want to stay at home, and his parents will feel that they cannot afford to have him lose a single hour from its privileges.

Another great difficulty arises from a want of suitable rooms, furniture and fuel. The people are careful to provide comfortable quarters for their cows and hogs, but seem never to think of those dear boys and girls sitting all day long in a miserable room almost entirely destitute of convenience or comfort. This, to us, is a very unhappy state of affairs, yet in our experience we have found it to be sadly too true.

Our average country school house is of logs; 18 by 20 feet; with no furniture save a few long benches without backs, upon which the unhappy urchins sit, striving vainly to accommodate their legs to the distance from the floor to the bench upon which they are sitting.

No maps upon the walls; no charts, globes, pictures or anything to relieve the

dull monotony that must necessarily arise from the length of time they are confined in the school-room.

Is this a true picture, fellow teachers? If not 'tis because it is not drawn strong enough. Into such a house as we have described the teacher is placed; and with no other accommodations than above mentioned, he is expected to "get his pupils along real fast," and sustain a *regime* in which not even the most prish of gossips shall discover a flaw.

Is it not enough to dampen the most ardent enthusiasm; and drive any man of spirit to other professions, or, if he remain to render him a spiritless, thriftless old fellow whom every one regards as "*sour*?"

These difficulties actually exist all over our country; and if, fellow-teachers, you have never have called to feel their disheartening, depressing, withering influence, you are an exception and should consider yourselves very fortunate.

These inconveniences can be greatly lessened by a prompt, faithful effort upon our part. In arranging with the directors for a school, the teacher should be specific and plain with regard to the house and all else connected with his school.

In the first place, agree to teach for a definite sum; and wages by the day are preferable for at least three good reasons.

Arrangements for ready prepared fuel should be carefully agreed upon if such can possibly be the case. After all preliminary arrangements have been fully settled, the teacher should be on the ground ready for work at least a week before the time appointed for school to commence. The Directors will agree very fairly that all necessary repairs shall forthwith be attended to; but in my experience, 'tis nine chances to one that nothing will be done unless the teacher is present to aid by his own personal supervision and help. Thus, by having everything in readiness, he not only forestalls future difficulty and embarrassment, but creates a feeling of interest in his plans; and the word will go out through the entire community that he is a "first-rate teacher" and that "we are going to have a good school this term."

Thus by apparent indifference and silent working the teacher may accomplish measures, which, if proposed directly, would be hooted at as impractical and visionary. Are not these results worthy our highest ambition and careful thoroughness in other work which we have done? But we have therefore touched only upon the exterior and less dreaded difficulties, while there remain a host of others, each well trained by exercise, most discouraging in their nature, and calling forth the highest energy and skill on the part of the teacher for their control. I refer to absenteeism, tardiness, idleness, communication and, in many cases, a decided disposition to do nothing right or manly; and all these, strengthened by organization and mutual sympathy, are brought to bear against the teacher upon every occasion that may offer, and, unless prevented by skill and strategy, will in a majority of cases be victorious. Added to these is the difficulty arising from the want of uniformity in text books, which often compels the teacher to hear as many different classes during the day as he has pupils in school. One pupil has the Reader used by his father, and the parent will not be prevailed upon to purchase another. Another has an old Smith's or Murray's Grammar; in another family there is but one old Speller for two or more of the children, while still another, the son of a Director, has a new Geography or Grammar that some Book Agent has left with his father for examination, and all these, for reasons framed by themselves, must be permitted to study his own book, or there goes up a strong hue and cry about "buying new books." And what is

strange, is, that the complaints, if any, will come from those parents who spend their time and money at the saloon and upon the corners of the streets.

When we sum up the serious embarrassments that attend our work, is it strange that so many young ladies and gentlemen fall away and leave the profession in disgust after teaching for a term or two, and declare positively that "they would rather break stones upon the highway" or "do kitchen work?"

Here, fellow-teachers, is a field for the exercise of our greatest strategic ability—an incentive to the greatest vigilance in turning these apparent discouragements into positive good to ourselves in moulding this plastic material fresh from the hand of our maker into something that shall beautify and adorn, the society into which it may be thrown. Notwithstanding the obstacles that continually impede our progress, here is much, very much to afford us pleasure along our path of duty. What can be more gratifying than to know that our labor is given to the youth of our country, those who ere long must fill the places now held by us; and upon our effort must depend their qualification to discharge the duties assigned them. How gratifying to know that we can assist those devoted parents in their efforts to bless the child.

The preparation of the man or woman who assumes the responsibilities of teacher, should be a very systematic and thorough one, and leads us to notice some of the most important qualifications necessary in our work.

First, last, and always, the teacher should possess a large amount of good, common sense. Upon this all the other qualifications necessarily depend, and without it the individual is a failure to begin with. Common sense will exhibit itself in frankness, honesty and a deep interest in his pupils on the part of the teacher; and will cause him to forestall difficulty by strategy, and enable him to so adjust his affairs as to prevent all disagreeable comment concerning his work. A knowledge of the branches, though usually regarded as the greatest by County Boards, is really of very primary consideration in the elements of a good teacher.

Not that we would decry a thorough knowledge of the principles to be imparted; for how shall a man teach unless he shall first know what he is to teach.

But how often in our own experience have we seen men profoundly erudite in all the branches that were the most miserable failures as teachers.

The young man needs "spending money," or the young miss needs "ribbons and laces," and forthwith sets about to acquire knowledge of the branches prescribed by law, to enable him or her to "go through the flintmill" of a County Examination; while, at the same time, he or she has not the first idea of what they are to do, or what their responsibilities will be; and would better undertake anything else. The highest qualification possessed by any teacher is a love for his work. It is this soul-energizing principle that will lead the teacher to hope in the face of difficulty, and seek constantly for some other method by which to accomplish his mission to the highest good for all under his care. 'Tis this will inspire him with patience with that over grown boy who has hitherto defied all efforts put forth to reclaim him, and cause him to look deep down into the soul of that boy for something good that may still be there, and which he can turn to account in trying to win him back to decency and order.

'Tis not our purpose to set forth the difficulties or the qualifications; for such a task can only be accomplished by a series of drills and patient study with a competent instructor. True, the young lady or gentleman can begin by teaching the "home school" and by a series of experiments upon the children during a number of years he or she will become

familiar with the duties of the schools they may happen to teach. But this is accomplished by a great loss of time and wages, upon the teacher himself, and a great imposition upon the patrons of the schools, and 'twould be vastly better for such an one to first prepare for the work by a course of training under some competent teacher. The young man or woman will then enter upon their work better prepared at the first than the teacher who has crippled along through the so-called "years of experience." The advantages are greatly in favor of such an one; and he will be sought after and promoted from one position to another, while the man of "experience" will still be compelled to plod on in the same old way, barely managing to sustain himself either in decency or reputation. The call comes from all quarters: "give us trained teachers," and a glorious feature is, that ladies are greatly preferred.

The vocation of a teacher is far from being an idle one; but on the contrary, is full of the most active and embarrassing duties that could possibly claim the time and attention of the most brilliant and energetic genius.

When we consider the magnitude of the work to be performed, the multiplied evils to be remedied, and the prospect of worldly aggrandizement being so small, is it not enough to crush the hopes of the most confident teacher and cause him to cry, "who may be sufficient for these things"?

How often, Fellow-Teachers, have you felt that despite all your earnest endeavors—the difficulties you sought to remove would certainly press you to the earth? Many times no doubt; and yet these very difficulties will most certainly prove our greatest source of strength, and be absolutely necessary to our highest success. For when all our efforts seem fruitless, and our resources seem exhausted, and no human help is near, we can turn in our distress the great fountain of all strength; and He who guided the stone from the sling of the youthful David, will as certainly nerve the heart of the teacher in his efforts to help and bless the hopeful, though wayward, charge entrusted to his care.

Let us then, copying the example of our Great Teacher, press forward in our work in proportion as the task seems harder and popular indifference shall increase; realizing that if in our attempts we shall incite one youthful soul to aspire to higher attainment and thus elevate himself to a pure and lofty manhood, this alone will be "stars in our crown," but greater than all this, is the inward assurance that "we have done our best," and at the end of life the welcome plaudit of a faithful—Father to a trustful child will be our "exceeding great reward."

